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ABSTRACT

Project SEISMIC (Sex Equity in Schools: Modules in Careers) grew out of a federal mandate to the New York State Educational Department to reduce sex bias in its educational system. Under the project a kit was developed containing four modules for use in staff development, secondary school classrooms, and workshops with the business community. Included in each module are a stimulus videotape, workbook, leaders guide, and other print material. Module A and B are faculty guides for staff development on issues in sex equity and the legal framework of sex equity. Module C contains instructional methods and materials on personal development, career exploration, and communications, and Module D is a guide for encouraging sex equity in the business community. Field tests were conducted for each module and revisions made. (The report includes description of revisions based on field tests, and sample formats of each module are presented. An appendix constituting one-half of the report contains copies and findings of formative evaluation questionnaires concerning the format, content, and overall evaluation of each module.) (MN)

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ED193464

PROJECT SEISMIC - SEX EQUITY IN SCHOOLS: MODULES IN CAREERS

REPORT

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

In its eight years of sex equity activity the Institute for Research and Development in Occupational Education (IRDOE) has struggled with concepts relating to the dissemination of products it has developed. Recognizing that IRDOE's hands-on demonstrations were, although effective, relatively costly, we have engaged in several projects designed to produce auto-tutorial materials. We have found, however, that even such mechanisms require the kind of leadership that is itself enlightened and skilled in their utilization.

This project was designed, therefore, to develop materials that could guide counselors, teachers, and administrators in the reduction of sex bias in the schools. The modules, and their accompanying videotapes and workbook/manuals, include materials to help the deliverers themselves develop awarenesses of their personal biases, in addition to substantive understandings of Title IX and VEA legislation, teaching methods, and counseling techniques.

Field tests during this project year have enabled many modifications which now warrant labeling the products "exemplary." We are grateful to the Office of Occupational and Continuing Education's Special Programs unit for its cooperation, and for the support which will make production and dissemination possible in the 1980-81 school year.

Lee Cohen, Director
IRDOE

Acknowledgements

Project SEISMIC was initially inspired by Carol Jabonaski, Director of Special Programs, in the New York State Education Department (NYSED) who has vigorously supported new programs and products to enhance sex-equity in the educational system. The Project SEISMIC, also known as Auto-tutorial Modules for Increasing Sex-Equity in Schools, was funded under VEA grants from the Bureau of Occupational and Continuing Education, NYSED.

Project SEISMIC was a group effort from its inception. As a team, with Anita Baskind, Robert Miller, Harvey Lieberman, Claude Beller, Stefan Moore, Ceil Segal and Frances Doughty, we held endless meetings which brought us in a two-year period from an amorphous beginning, i.e. "Where do we begin?" to a completed set of four sex-equity modules. With so many group meetings it is fair to say that each person on the team made a substantial contribution to the entire package of materials. In addition, each team member took on the major responsibility for a specific component of the modules. Anita Baskind and Robert Miller had key roles for the following:

Anita Baskind	Module A and Module C
Robert Miller	Module B, part of Module C, and all of the videoscript

In addition:

Harvey Lieberman	Module D
Ceil Segal	Format and Editing

Frances Doughty	Appendices
Claude Beller, Stefan Moore	Technical production of videotape

Each member of the team made an essential contribution to the final product. I am not only appreciative of their efforts and dedication, but I will always remember with great fondness the spirit of our working relationship over the years of this project.

For our field testing requirement we were fortunate to find the good will and professional interest of teachers, counselors, and administrators to provide an educationally receptive environment. We found in the Rochester City School District supportive administrators interested in our project and a school administration and faculty willing to volunteer their time and energy to help make the field test of all of the Project SEISMIC materials a productive one. Our thanks to the following educators, and in particular to Ms. Ruth De Rosa, a member of the Project SEISMIC Advisory Council, who shepherded our project (and our staff!) along the long telephone negotiating path through the final week of residence in the city of Rochester.

Dr. John Franco, Superintendent, Rochester City School District
Mr. Edgar Hollwedel, Director, Career, Occupational and Continuing Education
Ms. Donna Phillips, Director, Home Economics, Consumer Education and Continuing Education

Edison Technical and Occupational Education Center Faculty

Dr. Eberhard Thieme, Principal
Mr. Steve Lambert, Vice Principal

Equally important to completing our field testing mandate were several educators who worked intensively with us by pilot-testing the original teaching materials in their classes and making wide-ranging suggestions for the final teaching guide format. (See Page 9, Table I for a complete list of participants.)

I appreciate the advice and comment of MaryAnn Etu and Bert Smith of the New York State Education Department who participated in the Rochester field test.

I want to thank Lee Cohen, Director of IRDOE, who has encouraged and facilitated my work in the area of sex-equity since 1974.

And last, Gerry Harrison and Julie Weiss, who with intelligence and skill translated our often unintelligible writing into beautifully prepared manuscripts.

Abstract

Project SEISMIC

The purpose of Project SEISMIC (Sex Equity in Schools: Modules in Careers) was to develop a self-contained kit to promote sex-equity concepts among educators, students and employees. The kit contains three printed guides and four videotapes for faculty to use in a) staff development workshops, b) secondary school classrooms, and c) workshops with the business community. The staff development guide provides materials for eight hours of workshops covering legislation, research findings and personal awareness in the area of sex-equity. The teachers' guide for classroom instruction provides methods and materials for 10 lessons designed to sensitize students to sex bias, stereotyping and discrimination. The third guide is a how-to manual for educators to use in conducting sex-equity workshops with community and business groups.

The kit also contains four videotapes. The videotapes serve multiple purpose: they substitute for a group leader by providing instructions and feedback for group exercises and they provide stimulus scenarios for group discussion.

The materials along with the complex sequence of directions (that led participants from videotape to print material to group interaction and back to videotape) were submitted to several cycles of pilot tests and revisions. As a consequence the leaderless workshops and class lessons operate smoothly. The final report describes the materials, the field test procedures and the revisions.

Project SEISMIC

(Sex Equity in School: Modules in Careers)

Deanna Chitayat, Ph.D.

In FY '79 the New York State Education Department funded a project to develop a self-contained sex-equity kit consisting of four modules, each with a different focus, and each containing a stimulus videotape, workbook, leader's guide and other print material. The purpose of the kit was to promote sex-equity concepts among teachers, counselors, administrators, students and employers. A unique format had been developed whereby the videotape and print material guided small group participative, leaderless learning experiences. In that the audience was required to follow a complex sequence that led from videotape to print material to small group interaction and back to the videotape, it became necessary to field test the materials to determine their efficacy. Subsequently, in 1980, each of the modules' components was subjected to several cycles of field testing and revisions. At the conclusion of the final field test (Rochester, New York) Project SEISMIC had established a viable procedure for utilization of the materials.

The following pages will review the rationale for the development of the modules; provide a brief description of the modules' content; list the field test sites; and discuss the changes prompted by the formative evaluation, and provide sample pages from each of the modules.

Rationale

The New York State Education Department has received a mandate from the federal government to reduce sex-bias in the educational system. During the past few years, individuals within the State Education Department, in the school system, and in the universities have engaged in a series of activities (e.g., workshops, research, program development, etc.) aimed at fulfilling federal guidelines. However, individually guided workshops and programs, although they are a necessary preliminary step, are not, in the long run, cost effective. A workshop leader can reach only a limited number of teachers and counselors. If one considers that there are approximately 300,000 teachers (at all levels) and 12,000 counselors in the state, the enormity of the problem of working with each of them becomes apparent. Project SEISMIC, which is designed as an auto-tutorial learning kit for leaderless groups, will give every teacher and counselor in the state access to a home-based Title IX and VEA workshop.

Sex-equity workshops are needed because the education of teachers has contributed to their sex-stereotyped beliefs (Harris and Smith, 1976 and McCune, 1977). Counselor education has not been any better than teacher education in reducing sex-bias. Verheyden-Hillard writes that the research literature indicates that counselor preparation and practice are preceived to be sexist and discriminatory. Nevertheless, few counselors or teachers of either sex would describe themselves as sexist. Thus, the sex-bias in their interaction with students is often subtle and frequently unrecognized by both counselor (or teacher) and students.

Pietrofessa and Schlossberg (1971) tape recorded interviews of counselors with a female client who expressed indecision about whether to enter engineering or the field of education. Results indicate that both male and female counselors displayed disapproval toward the clients entering the "masculine" field. Counselors suggested to their clients that engineering "is a man's field," "takes longer than education to train for," "lower status," "requires working after 3:00 p.m.," "is unpeopled," etc. The authors indicate that such statements influence women clients toward tradition-bound stereotyped options.

The findings of Thomas and Stewart (1971) suggest that clients who are ambivalent regarding a non-traditional career may find counseling more of a hindrance than a help. Counselors rated traditional goals more "appropriate"; were more accepting of clients with traditional goals; and considered clients with non-traditional goals to be in need of counseling.

At a recent meeting of the American Educational Research Association (April 1980) the Sadkers provided additonal evidence demonstrating that teachers receive virtually no exposure to sex-equity issues during their years of training. Less than 1% of the content of the most popular textbooks in teacher education (all subject areas) deal with sex-equity. The modules should compensate for this ommission in teacher training.

In that it is socially undesirable to manifest sexist attitudes and behaviors, school personnel are not likely to accept, confront, and deal with their own sex-biases. The first module was designed to help counselors and teachers become more aware of their own attitudes in this area. While it may be difficult to modify attitudes

that have been held for 30 to 40 years, the modules can be used to help school personnel: a) develop self-awareness and b) change behavior.

Perhaps the greatest inducement for changing school practices is Title IX of the Education Amendments of 1972 and VEA legislation. Most educators are familiar with the general concept of Title IX.

> No person...shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Unfortunately, a knowledge of the general concept of the amendment is insufficient to a real understanding of its implications for day-to-day and long-term educational practice. Educators need to know the full meaning of Title IX and VEA legislation. Moreover, if they are to take any action at the local level, they must become sensitized to infringements of the law. The second module focuses on Title IX and VEA legislation.

If we wish to promote more egalitarian attitudes in students, then counselors and teachers should be taking affirmative action toward reducing sex-stereotyping in adolescents. Counselors and teachers need materials, ideas, methods, etc., to assist them in this effort. The third module was designed for this purpose.

The fourth module focuses on the business community. BOCES administrators and counselors often complain that training women for non-traditional occupations is a fruitless endeavor because business and industry will not employ them in those positions. Changes in the school system cannot occur isolated from changes in the community. To the extent that schools and businesses are interdependent, a change in one must be accompanied by a change in the other. If an egalitarian education promotes the concept that males and females can train

for any job (constrained only by skills and interests), then there should be a potential job for them that is constrained only by the employees' skills rather than by their sex. The school system can provide leadership for the business community in implementing sex-fair employment practices.

OUTLINE OF MATERIALS

The materials developed for Project SEISMIC include three printed guides and four videotapes for faculty to use in staff development workshops; in the classrooms with secondary school students; and in workshops with the business community. A description of the materials and their intended use follows:

FACULTY GUIDES

1. Guide for Staff Development in Sex Equity

The guide (along with an accompanying videotape) provides programmed instruction for leaderless faculty groups to use in conducting their own workshops. The workshops cover two basic areas:

Module A--Issues in Sex Equity

Attitudes are examined concerning male/female participation in occupations, and role expectation in the home and the workplace. Influence of faculty attitudes on students, particularly in their choice of careers, is a major focus. (See Pages 15-16 for sample format.)

Module B--The Legal Framework: Sex Equity on Trial

Title IX and VEA Amendments are introduced via a case study method using material based on real court cases. Videotaped simulated court cases are followed by discussion of Title IX legislation.

Participants also examine individual school practices and develop action plans. (See Pages 17-19 for sample format.)

II. Instructional Methods and Materials

This guide provides methods and materials for 10 classroom lessons, designed to sensitize students to sex bias, sex stereotyping and sex discrimination. The guide also includes a copy of the following classroom materials: student worksheets, a four-page newspaper and six magazines. (A sample lesson is on pages 22 - 24.)

OVERVIEW OF CLASSROOM LESSONS

Module C--Instructional Methods and Materials

1) Personal Development - Students examine videotaped presentations of dilemmas concerning sex-role stereotypes in decisions about 1) choosing appropriate work and 2) meeting responsibilities for child care in dual-career families. (3 lessons)

   Target Group: Students in courses/workshops such as Family Living, Personal Development, Self-Awareness, Career Development, counseling groups, student affairs workshops, etc.

2) Career Exploration - Students examine videotaped interviews with women and men, and their employers, working in non-traditional occupational settings. Students are encouraged to expand their concept of work roles through discussions and structured exercises. (2 lessons)

   Target Group: Students in career exploration settings with counselors and/or vocational/occupational education teachers.

3) Communications - Students examine print materials for influence on role expectations. Students are encouraged to critique established expectations as reflected by specific language and images. (2 lessons)

   Target Group: Courses in Literature, Composition, Communication Arts, Journalism, Speech/Drama, etc.

4) Social Studies - Students examine three historical periods via six mock magazines. Students develop an understanding of the different social, political and economic forces on sex-role socialization in three historical periods. (3 lessons)

Target Group: Courses in History, Civics, Social Sciences, Problems in American Democracy, etc.

III. Guide to Encouraging Sex Equity in the Business Community

Module D -- Reaching the Business Community

A detailed "how-to" manual for contacting community, professional, business, and social service groups. Suggestions for program presentation of sex-equity issues in hiring and training are included. (Sample pages from this guide are on pages 26-27.) The manual also includes a discussion guide for the videotape, New On The Job, (see below) which is a component of this Module.

VIDEOTAPES

- Issues in Sex Equity. This staff-training videotape guides the audience's participation in a small-group process designed to help faculty compare their own views on sex-equity with research findings. To be used in conducting Staff Development Workshop, Module A (see above).

- The Legal Framework: Sex-Equity on Trial. For staff development in school systems, brief dramatizations of actual court cases stimulate the audience to examine Title IX (sex-equity) legislation in order to find legal solutions. To be used in conducting Staff Development Workshop, Module B (see above).

- Person to Person: Choices in a Changing World. For use in secondary schools, a series of brief "Dear Abby" type scenarios stimulate the audience to discuss dilemmas people face when attempting to expand their traditional roles. To be used with classroom lessons in Personal Development, Module C (see above).

- New on the Job. This videotape documents the experiences of three people who have chosen to work in fields that are non-traditional for their sex. The employers as well as the employees are interviewed. To be used as a discussion stimulus for a) the Business Community (Module D), and b) students in classes on Career Exploration (Module C) (see above).

Field Testing and Formative Evaluation

The major objectives of FY '80 were to field test materials, revise them and prepare them for full production in FY '81. Contacts were made with educators throughout New York State in order to obtain field test sites. The primary difficulty in field testing the entire package was obtaining the faculty release time for the number of hours required for the staff-development workshops (eight hours) and for teacher preparation time for the classroom lessons. A decision was made to test the various components of Project SEISMIC in a piecemeal fashion, revising the materials after each trial and then conducting a full, one-week field test at one school with several observers monitoring many teachers working with the materials. The full field test of all the materials was conducted at Edison Technical and Occupational Education Center in Rochester, New York.

In addition to the teachers from Edison Technical and Occupational Education Center, many others participated in field testing components of Project SEISMIC. The field testing began with an in-house test of print and video instructions with volunteers and progressed with each trial to more subtle evaluations with volunteers who were closer in background to intended target group. A record of the pilot testing for each module follows.

TABLE 1

Pilot Tests and Participants

Module A

1. October 10, 1979

   Mara Chitayat, College Student
   Frances Doughty, IRDOE Staff
   Barbara Greene, NYC Board of Education, Sex Equity Projects
   Becky Hayes, Secretary
   Ruth Marrero, Secretary
   Peg Rivers, Administrative Assistant

2. November 1, 1979

   Larry Banco, NYC Board of Education, Special Education
   Dolores Bullard, IRDOE Staff
   Mitchell Fox, Artist Relations, Musical Recording Company
   Marion Klutch, Counselor Educator, Lehman College, CUNY
   Marilyn Lamkay, College Counselor, Bronx Community College, CUNY

3. Week of April 21, 1980 (Edison Technical and Occupational Education Center, Rochester, NY)

   Michele Bruni, Teacher of English
   Mary Charipar, Teacher of Vocational Education
   Howard Conklin, Teacher of Social Studies
   David Gravelle, Teacher of Vocational Education
   Richard Lee, Teacher of Vocational Education
   James Lombardo, Teacher of Vocational Education
   Steve Miller, Counselor

Module B

1. October 10, 1979

   Mara Chitayat, College Student
   Frances Doughty, IRDOE Staff
   Barbara Greene, NYC Board of Education, Sex Equity Projects
   Becky Hayes, Secretary
   Ruth Marrero, Secretary
   Peg Rivers, Administrative Assistant

2. Week of April 21, 1980 (Edison Technical and Occupational Education Center, Rochester, NY)

Ronald Felstead, Teacher of Vocational Education
Judith Koehler, Teacher of English
Bruce Lurz, Teacher of Vocational Education
Jackie Lux, Counselor
Ralph Moorhouse, Teacher of Social Studies
Joseph Pisani, Teacher of Social Studies
Gwen Waller, Counselor

Module C -- Personal Development

1. December 10, 1979

Claire Pasternack, Teacher of Health Education
Edward R. Morrow High School, NYC
11th and 12th grade, Health Education, elective Self-Awareness

2. March 24, 1980

Cindy Theiss, Teacher of Home Economics
Babylon Junior/Senior High School, Babylon, NY
11th grade course in Child Development

3. Week of April 21, 1980 (Edison Technical and Occupational Education Center, Rochester, NY)

Richard Lee, Teacher of Vocational Education
Bruce Lurz, Teacher of Vocational Education
Jackie Lux, Counselor

Module C -- Career Exploration

1. Week of April 21, 1980 (Edison Technical and Occupational Education Center, Rochester, NY)

Mary Charipar, Teacher of Vocational Education
Ronald Felstead, Teacher of Vocational Education
David Gravelle, Teacher of Vocational Education
James Lombardo, Teacher of Vocational Education
Steve Miller, Counselor (Special Education Group)
Gwen Waller, Counselor

Module C -- Communications

1. March 5, 1980

Dorothy Reinertsen, Teacher of English
Theodore Roosevelt High School, New York City
12th grade classes in English Composition

2. March 24, 1980

Charlotte Olsen, 12th grade class, elective in Media
Babylon Junior/Senior High School, Babylon, NY
Cindy Theiss, Teacher of English (7th grade class)

3. Week of April 21, 1980 (Edison Technical and Occupational Education Center, Rochester, NY)

Michele Bruni, Teacher of English (9th grade)
Judith Koehler, Teacher of English (12th grade)

Module C -- Historical Perspectives

1. April 16, 1980 (Pleasantville High School, NY)

Armin Merkle, Teacher of Social Studies
(10th, 11th and 12th grade classes in Social Studies)

2. Week of April 21, 1980 (Edison Technical and Occupational Education Center, Rochester, NY)

Howard Conklin, Teacher of Social Studies (9th and 10th grades)
Ralph Moorhouse, Teacher of Social Studies (11th grade)
Joseph Pisani, Teacher of Social Studies (11th grade)

Module D -- Reaching Out to Business and the Community

1. February 26, 1980

Videotape and presentation to Lions Club of New Rochelle, New York by IRDOE staff--Robert Miller

Review of Guide

Sandy Anderson, Work Study Coordinator
BOCES II, Patchogue, NY

Catherine Connell, Counselor
Copaigue High School, Copaigue, NY

Dianne Seigel, Project Director
Westchester County, Women's Center

Procedure for Formative Evaluation

The general procedure for the early pilot tests of the staff development modules was to observe a group using the materials and to

obtain group feedback immediately following each procedure. Any confusion in following instructions was analysed at the point it occurred and new instructions (as suggested by participants and staff) given a trial. Subsequently, in Rochester, a structured questionnaire as well as informal discussions contributed to the formative evaluation. (See appendix.)

The formative evaluation of Module C, Instructional Methods and Materials, began with Project SEISMIC staff working closely with each teacher who volunteered to use the materials in the classroom. The teachers' actual classroom use of the materials became the basis for the teachers' guides. The teachers' guides were then pilot tested with a minimum of three classes for each of ten lessons. Each classroom had one to three project staff observing the lesson. Extensive feedback from the teachers was obtained after each lesson.

The procedure for Module D, which is to be used by educators working with employers, was to observe the implementation of a workshop with a community group. The feedback from several counselors and from observers was useful in revising the guide for this module.

Revisions: Module A & B (Staff Development Workshops)

The first pilot tests revealed many shortcomings in the instructions and format of the modules. Although the content (or substance) of the workshops was considered by the participants to be interesting and useful, revisions were required for a smooth operation of leaderless learning groups. Formative evaluation indicated that the following revisions were necessary:

- Although the groups were leaderless, a "gatekeeper" was needed before the workshop began to preview materials, arrange rooms,

reserve video equipment, etc. During the workshop a gatekeeper was necessary to take responsibility for the video component and to keep participants wtihin the time limits set for each task.

- Each silent reading task had to be reduced to less than two pages in order to maintain interest.
- In order for instructions to be followed they could not be subsumed within the reading material but rather required visual and graphic separation.
- Each instruction had to be rewritten for clarity, precision and brevity.
- Each activity had to be broken down into several smaller tasks with instructions preceding or following each task. The original text had given several instructions simultaneously, e.g., "Do X. When you have completed X, do Y. Then go back to X and compare it to Y." Multiple instructions of this sort had to be separated and individual instruction placed at the beginning and end of task X and Y.
- In order to maintain uniformity and consistancy in style and format, each change in the print materials required revisions in the entire package including the videotapes.
- The activities for each workshop had to be separated into one to one-and-a-half-hour sessions in order to permit educators the flexibility of conducting workshops within a school day.

- In that each of the items provoked lengthy discussions, the workshop group tasks had to be shortened considerably and a time limit set.
- The staff development workshops, Modules A & B, originally required 8 to 10 hours to complete. They were subsequently reduced to a total of six hours.
- The problem of implementing the workshops during the school day was problematic from the beginning of this project and has yet to be resolved adequately.

On the following pages are some sample instructions from Module A and B. These pages are taken out of the context of the full range of the workshop activity. They are included here merely as an example of the interactive format, i.e. between videotape, workbook and participant.

Project SEISMIC

Sample Format
Module A

Issues in Sex Equity

Task 1.5

GROUP: ARRIVE AT A GROUP CONSENSUS ON THE REASONS THE OCCUPATIONS LISTED BELOW PRESENTLY HAVE A VERY LOW REPRESENTATION OF FEMALE WORKERS. SPACE FOR NOTES IS PROVIDED IN WORKSHEET 2.

GKPR: ALLOW UP TO 10 MINUTES

Project SEISMIC

Worksheet 2A

Occupations With Low Female Representation in 1980

Occupation	Percentage of Females	Reason(s) for Under-Representation
1. Construction Worker	2.7%	
2. Firefighter	0.4%	
3. Automobile Mechanic	0.6%	
4. Plumber	0.7%	
5. Electrician	1.3%	
6. Engineer	2.9%	

GO TO NEXT PAGE

Module A: Sample Format

In your discussions for Activity 1, many issues have been raised. These are now explored further on the videotape.

Task 1.9

GKPR: AFTER 10 MINUTES OR SOONER IF PARTICIPANTS HAVE FINISHED THE DISCUSSION, TURN ON VIDEOTAPE TO ACTIVITY 1: OCCUPATIONS, COMMENTARY ON ISSUES (Memory Counter at about _____)

GROUP: VIEW VIDEOTAPE

GKPR: TURN OFF VIDEOTAPE AT END OF ACTIVITY 1: OCCUPATIONS

Task 1.10

GROUP: YOU HAVE NOW COMPLETED ACTIVITY 1. AS A GROUP DECIDE ON WHEN AND WHERE TO CONTINUE WITH ACTIVITY 2 WHICH RUNS FOR 30 MINUTES.

GO TO NEXT PAGE

Project SEISMIC

Sample Format

Module B

The Legal Framework: Sex Equity on Trial

Module B: Sample Format

Task 2.2

GKPR: AFTER 4 MINUTES MOST PARTICIPANTS WILL HAVE FINISHED THE READING (Task 2.1); TURN ON VIDEOTAPE TO ACTIVITY 2: COURT CASE 1: ADAMS VS CENTRAL HIGH SCHOOL (Memory Counter at about #____)

GROUP: VIEW VIDEOTAPE

GKPR: WHEN DIRECTED BY NARRATOR TURN TURN OFF VIDEOTAPE

GO TO NEXT PAGE

Task 2.3

GKPR: ALLOW UP TO 10 MINUTES

GROUP: YOU ARE ASKED TO RENDER A DECISION IN CASE 1: ADAMS VS CENTRAL HIGH SCHOOL. PROCEED AS FOLLOWS:

1. Review section 86.34 of Title IX provided below.
2. Arrive at a group consensus about whether Title IX has been violated. Space for notes is provided in Worksheet 1. A transcript of the videoscript is provided in Appendix E.

Relevant section of law

Courses and other Educational Activities — § 86.34 and 86.35

Courses or other educational activities may not be provided separately on the basis of sex. An institution may not require or refuse participation in any course by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

However, sex education is an exception: portions of elementary and secondary school classes dealing with human sexuality may be separated by sex.

In physical education classes, students may be separated by sex *within* coeducational classes when playing contact sports. Contact sports include wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

Recipients must end single sex physical education classes "as expeditiously as possible," but elementary schools had until July 21, 1978, to comply fully. Secondary and post-secondary institutions must comply fully with this requirement by July 21, 1978.

Choruses may be based on vocal range or quality and may result in single-sex or predominantly single-sex choruses.

Local school districts may not, on the basis of sex, exclude any person from:

- any institution of vocational education;
- any other school or educational unit, unless the school district offers that person courses, services and facilities which are comparable to those offered in such schools, following the same policies and admission criteria.

Project SEISMIC

Worksheet 1
Case 1: Adams vs Central High School

☐ Title IX has been violated

☐ Title IX has not been violated

Reason:

GO TO NEXT PAGE

Task 2.4

GKPR:

AFTER 10 MINUTES OR SOONER IF
PARTICIPANTS HAVE REACHED CONSENSUS
TURN ON VIDEOTAPE TO CASE 1:
DECISIONS: ADAMS VS CENTRAL HIGH SCHOOL
(Memory counter at about #__)

GROUP:

VIEW VIDEOTAPE OF FINDINGS
AND CONTINUE VIEWING CASE 2:
GOLDEN VS NORTH HIGH SCHOOL

GKPR:

WHEN DIRECTED BY NARRATOR
TURN OFF VIDEOTAPE

GO TO NEXT PAGE

Revisions: Module C -- Instructional Methods and Materials for Expanding Sex Roles

In its final form, Module C consists of 10 classroom lessons containing classroom materials, videotapes, teachers' guides, mock magazines, etc. In the original proposal we had planned for a single module on sex-equity for teachers to use in the classroom. After considerable discussion, in FY '78-79, Project staff decided to expand this module to include four mini-modules, each designated for a subject area. Subsequent to the initial pilot test in FY '80, it was decided that four units designated to four subject areas tended to restrict the teachers' full use of the materials. For example, when a Health Education teacher, who was pilot testing sex-equity lessons in personal development, wanted to provide her class with an historical perspective on sex roles, she didn't realize that the appropriate material could be found in the social studies unit. This difficulty should be reduced with the new revised format which consists of a single teachers' guide containing 10 lessons. The teachers are encouraged to peruse the entire guide in order to pick and choose from a smorgasbord of lessons.

Although the educators gave the classroom materials and teachers' guides a mean rating of four (out of a possible five points, see Appendix 1), the project staff was less than completely satisfied with the lessons: Although we preferred to give teachers the freedom to go beyond a prescribed cookbook formula, i.e., to create their own lessons, we also realized that some teachers needed more assistance from the teachers' guides. So, at the end of April, after the extensive field tests in Rochester, we undertook a thorough revision of the teachers' guides.

The teachers' guides which had been presented to the Edison Technical and Occupational Education Center faculty (Rochester, NY) contained a relatively standard lesson guide, i.e., objectives, methods, discussion questions, background information, etc. The Project SEISMIC guides were sufficient for teachers who daily used attitudes, concepts, and personal experiences to further the aims of their lessons. Any educational system, however, employs a broad spectrum of teachers, with diverse teaching styles and objectives. In the vocational area especially, the educators' primary function is to impart to their students concrete occupational skills. For these teachers a lesson focused on the ambiguities of sex-roles, attitudes, and feelings may be somewhat uncomfortable.

Because of the emphasis in the teachers' guide on methodology, teachers were carefully asking the prescribed discussion questions without fully understanding which concepts they were to draw from the students' responses.

In order to alleviate some of these problems, the teachers' guides have been revised to emphasize concepts rather than teaching methods. The teachers' guides now go beyond the provision of a single lesson objective to focus on a series of sequential concepts. Each concept is followed by suggested teaching methods, materials, discussion questions, etc.

On the following pages a sample lesson is given from Module C.

Project SEISMIC

Sample Lesson

Module C

Instructional Methods and Materials

Module C: Sample Lesson

COMMUNICATION/LANGUAGE -- Part I Newspapers Reflect and Affect Male and Female Roles.

Overview

The concept that newspapers (and other media) influence sex-role expectation is dramatized through a mock newspaper in which male and female roles are reversed. The impact of newspapers on career aspirations and family role expectations is investigated.

Concept Development

Seven concepts are taught, each one building on the preceding one. On the following pages methods are suggested for developing each concept. Concept development proceeds as follows:

- Concept 1: Newspapers reflect the community and its culture.
- Concept 2: Newspapers reflect the relative participation of males and females in positions of leadership and importance.
- Concept 3: Newspaper portrayals of male and female participation in leadership and occupational roles affect readers' career aspirations.
- Concept 4: Newspapers reflect the participation of men and women in family life.
- Concept 5: Portrayals of male and female participation in family life affects readers' expectations for their family members.
- Concept 6: People are affected by the values reflected in newspapers they read.
- Concept 7: Rather than reflecting the status quo, newspapers could promote more equal roles for men and women in the workplace and in the home.

Materials

A copy of the mock newspaper, SEISMIC SENTINEL, for each student.

CONCEPT 1 NEWSPAPERS REFLECT THE COMMUNITY AND ITS CULTURE

Materials

None

Method

Discuss the function of a newspaper:

- What is the function of a newspaper? Why do we read it?
- Are all newspapers alike?
- How would a newspaper in China be different from our local paper?
- How would a newspaper of a small farming community (or big city) be different from ours? What would be the important subjects in the headlines?

Last Step

Students should be assisted in stating CONCEPT 1.

CONCEPT 2 NEWSPAPERS REFLECT THE RELATIVE PARTICIPATION OF MALES AND FEMALES IN POSITIONS OF LEADERSHIP AND IMPORTANCE.

Materials

A copy of the SEISMIC SENTINEL for each student. The articles on the front page show women and men in reversed roles

Method

Read and discuss first page of SEISMIC SENTINEL.

- Which sex is more prominent in the news?
- What kind of jobs are held by men in this community?
- What kind of jobs are held by women in this community?
- How is this newspaper different from newspapers in our town?

Last Step

Students should be assisted in stating CONCEPT 2.

CONCEPT 3 NEWSPAPER PORTRAYALS OF MALE AND FEMALE PARTICIPATION IN LEADERSHIP AND OCCUPATIONAL ROLES AFFECT READERS' CAREER ASPIRATIONS.

Materials

The front page of SEISMIC SENTINEL

Method

Continue discussion of front page articles.

- If you were growing up in this society as a male, what kinds of jobs could you aspire to?
- If you were growing up in this society as a female, what kinds of jobs could you aspire to?

Last Step

Students should be assisted in stating CONCEPT 3.

Revisions: Module D -- Reaching Employers Through Community Groups

This module provides a handbook and a videotape for counselors to use in developing a workshop for community groups. The handbook contains extensive detailed information including a description of various community organizations, a sample contact letter, sex-equity legislation, workshop activities, etc. Initially, the sheer bulk of the handbook overwhelmed the reader. Moreover, there was no efficient method for the potential user to explore segments of the handbook without wading through material that was irrelevent to a particular situation. And finally, although the content of the handbook was useful, it was written in a somewhat overblown, obtuse style replete with educational jargon.

The handbook has been revised and reorganized. Each segment will be made visually distinctive with oak tag separators. The handbook was rewritten, using simpler phrases and omitting jargon. The following is an overview for this handbook.

Project SEISMIC

Overview

Module D

Reaching Out to Businesses and the Community

OVERVIEW OF THIS HANDBOOK

Following is an overview of this manual which provides an outreach process you can use to contact and work with community groups. On page 5, there is a chart which diagrams the key segments of the process.

This handbook contains a wide variety of ideas and suggestions. Select only those that are appropriate for your personal needs and the needs of your community. Feel free to modify others that might fit your purpose.

I. Background and Data Regarding Typical Community Groups

This section of the handbook contains important information about business and community groups, which represent your target audience. Several groups are described briefly; essential information is provided about their purpose, membership, role in the community, and meeting procedures.

2. Making Contact with Business and Community Groups

The second segment describes several ways to contact business and community groups in order to present a program. Specific approaches are outlined, including sample letters, to help you gain a commitment from these groups.

3. Planning an Agenda

The third segment provides instructions on preparing an effective agenda based on the amount of time available for the program and the interests and needs of your audience. Sample agendas are given for programs of varying length and for differing audiences.

Suggestions on program leadership are also provided.

4. Conducting the Meeting

The fourth segment provides a number of components which can be used to prepare a program. Each component is divided into presentations and activities. You will determine which are most appropriate for your audience in designing your agenda.

The segment includes a:

- o videotape on individuals in non-traditional jobs
- o pertinent protective legislation
- o section on employment patterns and statistics
- o section on the changing roles of the sexes
- o section on situations which demonstrate changes in employment patterns.

5. Supplementary Ideas and Approaches

This segment provides you with additional ideas for exposing your program to an ever widening audience. These ideas can be used in the community or in your school.

Appendix

The Appendix contains materials which will familiarize you with equal employment issues. Some of these materials may be copied for distribution to participants.

After this long analysis of our own work, Project Staff would like to emphasize that our highly critical view of the Modules was not shared by either observers from the State Education Department, nor by teachers and administrators participating in the field tests. Project SEISMIC received good to excellent ratings from all (see Appendix IX). With some very minor revisions we could have fulfilled the objectives as set forth in the proposal, within two weeks of the Rochester field test. Nevertheless, the staff's desire to produce a product that would be more than just minimally effective in the sensitive and difficult area of sex-equity, has committed us to continue our revisions beyond the point necessary for fulfillment of the grant.

This year's experience reinforces our belief that no matter how carefully they are prepared, all educational materials must be extensively field tested with a variety of teachers before they can be considered a finished or "deliverable" product.

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APPENDIX

Formative Evaluation Questionnaires

Module A 30

Module B 36

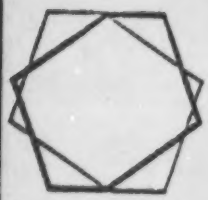
Module C: Personal Development 44

Module C: Career Exploration 48

Module C: Communications 51

Module C: Social Studies 54

TOTAL OF 6 QUESTIONNAIRES



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PROJECT SEISMIC: Sex Equity in Schools; Modules in Careers

FORMATIVE EVALUATION QUESTIONNAIRE

Module A: Self-Awareness

The Sex Equity staff development module which you have completed is part of an instructional package which has been designed for use in secondary schools. The purpose of the materials in Module 1 is to:

- Examine attitudes towards new and expanding sex roles.
- Discuss the effect of changing sex roles on the counseling and teaching process.

Your perceptions of and attitudes toward the module can help us make it a more meaningful teaching tool. You will perform a real service for us by completing this formative evaluation form so that data can be collected. Please respond as honestly and specifically as possible. Your responses will be used to develop a more effective module. YOUR RESPONSES WILL BE KEPT CONFIDENTIAL AND WILL BE SEEN ONLY BY THE PROJECT STAFF.

MODULE FORMAT

14 a) In the module, the appointed leader is asked to: (a) keep track of time, and (b) coordinate the use of the videotape. Are there any other functions that should have been assigned to the leader?

3 Yes 3 No

b) If Yes, please describe these additional functions.

15 a) Were the instructions for the use of the videotape machine clear?

6 Yes _____ No _____ Did not refer to the instructions

b) If No, what was confusing or lacking?

16 a) Were there any instructions or explanations in the body of the module that were unclear or misleading?

4 Yes 2 No

b) If Yes, please be specific about the difficulties encountered. (Refer to page numbers.)

17 a) The module alternated videotape segments, worksheet activities and group discussions. In working through the materials, how comfortable were you with this format? (Circle one)

Very much				Not at all	
5	4	3	2	1	Don't know
(1)	(2)	(3)			

b) Were there any places in the module where this "switching" of materials was inappropriate?

_____ Yes ___6___ No

c) If you answered "Yes" in Part b, please indicate where the switch was inappropriate.

18 a) The module alternated individual tasks with group tasks. In working through the materials, how smooth was the transition? (Circle one)

Very much				Not at all	
5	4	3	2	1	Don't know
(2)	(3)				

b) Were there any places in the module where this "transition" was awkward?

__1__ Yes __4__ No

c) If you answered "Yes" in Part b, please be specific about where it occured.

19 a) Is there any place in the module where the time allocated was too long?

_____ Yes ___6___ No

b) If "Yes", please provide details.

20 a) Is there any place in the module where the time allocated was too short?

4 Yes 2 No

b) If "Yes", please provide details.

MODULE CONTENT

21 a) Do you feel the module really developed the theme it purported to?

6 Yes _____ No

b) Please elaborate on your answer.

22. How effective was the worksheet: OCCUPATIONS, in Activity 1, for stimulating discussion in the group? (Circle one)

Excellent				Poor	
5	4	3	2	1	Don't know
(4)	(2)				

23. How effective was the worksheet: ROLES, in Activity 2, for stimulating discussion in the group?

Excellent				Poor	
5	4	3	2	1	Don't know
(2)	(3)	(1)			

24. How effective was the worksheet: EMPLOYMENT, in Activity 3, for stimulating discussion in the group? (Circle one)

Excellent				Poor	
5	4	3	2	1	Don't know
(2)					

25. How effective was the role play of a counseling interview in Activity 4 for stimulating discussion in the group? (Circle one)

Excellent				Poor	
5	4	3	2	1	Don't know
(3)	(2)	(1)			

26 a) Did the videotape segments provide sufficient introduction to each of the activities?

6 Yes _____ No _____ Don't know

b) Please elaborate on your answer.

27 a) Were there any reading materials in the workbook that should be deleted?

1 Yes 4 No 1 Don't know

If "Yes" indicate which ones thay are and why they should be deleted.

28 a) Are there any reading materials that should be added to the workbook?

1 Yes 2 No 1 Don't know

b) If "Yes", please describe briefly.

(3)

29 a) Would you have liked a bibliography included in the module for further reading suggestions?

2 Yes 3 No _____ Don't know

b) If "Yes", indicate in which areas.

OVERALL EVALUATION OF THE MODULE

30. Overall, how interested do you think your group was in the theme of the module? (Circle one)

Very interested				Not interested
5	4	3	2	1
(4)	(2)			

31. Overall, how would you rate the group discussion? (Circle one)

Very stimulating				Not stimulating
5	4	3	2	1
(2)	(1)	(2)		

32 a) Do you feel that as a result of the module there is an increased self-awareness of attitudes toward sex equity issues among the participants?

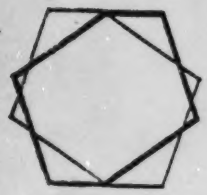
(6) Yes _____ No _____ Don't know

b) Please explain your answer.

33. Please add any additional comments you may care to share with us about the module and/or how it might be changed or improved.

THANK YOU FOR YOUR HELP

TOTAL OF 5 QUESTIONNAIRES



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PROJECT SEISMIC: Sex Equity in Schools; Modules in Careers

FORMATIVE EVALUATION QUESTIONNAIRE

Module B: The Legal Framework

The Sex-Equity staff development module which you have completed is part of an instructional package which has been designed for use in secondary schools. The purpose of the materials in Module 2 is to:

- Become familiar with Title IX and VEA Amendments.
- Examine individual school practices and develop action plans.

Your perceptions of and attitudes toward the module can help us make it a more meaningful teaching tool. You will perform a real service for us by completing this formative evaluation form so that data can be collected. Please respond as honestly and specifically as possible. Your responses will be used to develop a more effective module. YOUR RESPONSES WILL BE KEPT CONFIDENTIAL AND WILL BE SEEN ONLY BY THE PROJECT STAFF.

MODULE FORMAT

14 a) In the module, the appointed leader is asked to: (a) keep track of time, and (b) coordinate the use of the videotape. Are there any other functions that should have been assigned to the leader?

1 Yes 4 No

b) If Yes, please describe these additional functions.

15 a) Were the instructions for the use of the videotape machine clear?

4 Yes ____ No 1 Did not refer to the instructions

b) If No, what was confusing or lacking?

16 a) Were there any instructions or explanations in the body of the module that were unclear or misleading?

2 Yes 3 No

b) If Yes, please be specific about the difficulties encountered. (Refer to page numbers.)

17 a) The module alternated videotape segments, worksheet activities and group discussions. In working through the materials, how comfortable were you with this format? (Circle one)

Very much				Not at all	
5	4	3	2	1	Don't know
(4)		(1)			

b) Were there any places in the module where this "switching" of materials was inappropriate?

_____ Yes ___5___ No

c) If you answered "Yes" in Part b, please indicate where the switch was inappropriate.

18 a) The module alternated individual tasks with group tasks. In working through the materials, how smooth was the transition? (Circle one)

Very much				Not at all	
5	4	3	2	1	Don't know
(3)	(1)	(1)			

b) Were there any places in the module where this "transition" was awkward?

__(1)__ Yes __(4)__ No

c) If you answered "Yes" in Part b, please be specific about where it occured.

19 a) Is there any place in the module where the time allocated was too long?

_____ Yes __5____ No

b) If "Yes", please provide details.

20 a) Is there any place in the module where the time allocated was too short?

1 Yes 4 No

b) If "Yes", please provide details.

MODULE CONTENT

21 a) Do you feel the module really developed the theme it purported to?

3 Yes 1 No

b) Please elaborate on your answer.

22 a) How effective was the activity: FIVE COURT CASES for developing a greater understanding of the broad features of Title IX? (Circle one)

Excellent				Poor	
5	4	3	2	1	Don't know
(2)	(2)	(1)			

b) How effective was this activity for stimulating discussion? (Circle one)

Excellent				Poor	
5	4	3	2	1	Don't know
(2)	(3)				

c) Was the design of the worksheet for this activity helpful in recording the decisions?

4 Yes _____ No _____ Don't know

d) If the answer to Part c was "No", please elaborate.

23 a) How effective was the activity: ANALYZING SPECIFIC SCHOOL PRACTICES for sensitizing you to possible discrimination in specific school practices? (Circle one)

Excellent				Poor	
5	4	3	2	1	Don't know
(2)		(2)			(1)

b) How effective was this activity for stimulating discussion? (Circle one)

Excellent				Poor	
5	4	3	2	1	Don't know
(2)	(1)	(1)			(1)

c) Was the design of the worksheet for this activity helpful in recording the decisions?

3 Yes _____ No 1 Don't know

d) If the answer to Part c was "No", please elaborate.

24 a) How effective was the activity: AUDITING YOUR OWN SCHOOL'S COMPLIANCE WITH TITLE IX in gauging your school's compliance with sex equity legislation? (Circle one)

Excellent				Poor	
5	4	3	2	1	Don't know
		(2)			(3)

b) How effective was this activity for stimulating discussion? (Circle one)

Excellent				Poor	
5	4	3	2	1	Don't know
(2)	(1)	(1)			(1)

c) Was the design of the worksheet for this activity helpful in recording the decisions? (Check one)

1 Yes 2 No 2 Don't know

d) If the answer to Part c was "No", please elaborate.

25 a) How effective was the activity: DEVELOPING ACTION PLANS in helping you to see how full compliance with sex equity legislation could be realized? (Circle one)

Excellent				Poor	
5	4	3	2	1	Don't know
(2)			(1)		(1)

b) How effective was this activity for stimulating discussion? (Circle one)

Excellent				Poor	
5	4	3	2	1	Don't know
(2)			(1)		(1)

c) Was the design of the worksheet for this activity helpful in recording the decisions?

3 Yes _____ No 1 Don't know

d) If the answer to Part c was "No", please elaborate.

26 a) Are there any sections of the sex-equity legislation for which you would have liked more information than that provided in the module?

_____ Yes 2 No 2 Don't know

b) If "Yes", please elaborate.

27 a) Are there any sections of the sex-equity legislation covered in the module which are still not clear?

2 Yes 2 No _____ Don't know

b) If "Yes", please elaborate.

28 a) Are there any additional sections of the sex-equity legislation that you would have liked the module to cover?

_____ Yes __3__ No __1__ Don't know

b) If "Yes", please elaborate.

29 a) Are there any reading materials that should be <u>added</u> to the module?

_____ Yes __2__ No __2__ Don't know

b) If "Yes", please describe briefly.

30 a) Would you have liked a bibliography included in the module for further reading suggestions?

__1__ Yes __3__ No

b) If "Yes", indicate in which areas.

<u>OVERALL EVALUATION OF THE MODULE</u>

31. Overall, how interested do you think your group was in the theme of the module? (Circle one)

Very interested				Not interested
5 (3)	4 (2)	3	2	1

32. Overall, how would you rate the group discussion? (Circle one)

Very stimulating				Not stimulating
5 (3)	4 (1)	3 (1)	2	1

33 a) Do you feel that as a result of the module there is an increased awareness of Title IX and VEA Amendments among the participants?

4 Yes _____ No 1 Don't know

b) Please explain your answer.

34 a) Do you feel that as a result of the module there is an increased ability among the participants to work toward full sex equity compliance in their respective schools?

1 Yes _____ No 4 Don't know

b) Please explain your answer.

35. Please add any additional comments you may care to share with us about the module and/or how it might be changed or improved.

THANK YOU FOR YOUR HELP

TOTAL OF 2 QUESTIONNAIRES

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PROJECT SEISMIC: Sex Equity in Schools; Modules in Careers

FORMATIVE EVALUATION QUESTIONNAIRE

Module C: Personal Development

The Sex Equity teaching materials which you have tested are part of an instructional package which has been designed for use with secondary school students. The purpose of the materials in Module 3A is to develop the theme of sex role stereotyping and its effect on:

- Choosing appropriate work
- Meeting responsibilities for child care and the home in dual-career families.

Your perceptions of and attitudes toward the module can help us make it a more meaningful teaching tool. You will perform a real service for us by completing this formative evaluation form so that data can be collected. Please respond as honestly and specifically as possible. Your responses will be used to develop a more effective module. YOUR RESPONSES WILL BE KEPT CONFIDENTIAL AND WILL BE SEEN ONLY BY THE PROJECT STAFF.

PREPARATIONS FOR TEACHING THE MODULE CONTENT

14. Did you preview the videotape segments? 2 Yes _____ No

15. Did you read the scripts of the videotape segments? 2 Yes _____ No

16a. Did you use any reference materials provided in the appendix ?

_____ Yes 2 No

b. If yes, indicate which ones and how they were helpful.

17. In how many class sessions did you plan to teach the content of the module?

3 -- 3 classes

MODULE FORMAT AND CONTENTS

18. a) Do you feel that you were given sufficient background information to teach the modules? 2 Yes _____ No

b) If No, what additional reference materials should the module have provided?

19. a) Do you feel the module really developed the theme it purported to?

2 Yes _____ No

b) Please elaborate on your answer.

20. a) Were there any instructions or explanations that were unclear or misleading? _____ Yes 2 No

b) If Yes, please be specific about the difficulties encountered.

21. What additional materials would you have liked that were not provided? Briefly describe.

EVALUATION OF MODULE MATERIALS

22. a) How effective was the videotape: Mary and John for stimulating discussion? (Circle response)

Excl.				Poor	
5	4 (2)	3	2	1	Did not use

b) How effective was the worksheet: What Should They Do? for getting students to think about solutions? (Circle response)

Excl.				Poor	
5	4 (1)	3 (1)	2	1	Did not use

23. a) How effective was the videotape: Consuelo and Manuel for stimulating discussion? (Circle response)

Excl.				Poor	
5	4 (2)	3	2	1	Did not use

b) How effective were the worksheets: Solutions for getting students to evaluate solutions? (Circle response)

Excl.				Poor	
5	4 (1)	3 (1)	2	1	Did not use

24. a) How effective was the checklist: Who Does What? for getting students to see that household chores should not be sex stereotyped? (Circle response)

Excl.				Poor	
5	4	3 (1)	2 (1)	1	Did not use

b) How effective was the videotape: Petey for stimulating discussion? (Circle response)

Excl.				Poor	
5	4	3 (2)	2	1	Did not use

OVERALL EVALUATION OF THE MODULE

25. Overall, how interested were the students in the theme of the module? (Circle response)

Very Interested				Not Interested
5	4 (2)	3	2	1

26. Overall, how would you rate the class discussion? (Circle response)

Very Stimulating				Not Stimulating
5	4 (1)	3 (1)	2	1

27. a) Do you feel that as a result of the lessons there is an increased awareness of sex equity issues among the students?

____1____ Yes _____ No ___1____ Don't Know

b) Please explain your answer.

28. Please add any additional comments you may care to share with use about the module and/or how it might be changed or improved.

THANK YOU FOR YOUR HELP

TOTAL OF 4 QUESTIONNAIRES

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PROJECT SEISMIC: Sex Equity in Schools; Modules in Careers

FORMATIVE EVALUATION QUESTIONNAIRE

Module C: Career Exploration

The Sex Equity teaching materials which you have tested are part of an instructional package which has been designed for use with secondary school students. The purpose of the materials in Module 3B is to focus on the aspect of career choice that is influenced by sex role expectation. In the lessons, students:

- Examine their thinking about sex stereotyped jobs
- View a videotape of people working in a non-traditional setting for their sex

Your perceptions of and attitudes toward the module can help us make it a more meaningful teaching tool. You will perform a real service for us by completing this formative evaluation form so that data can be collected. Please respond as honestly and specifically as possible. Your responses will be used to develop a more effective module. YOUR RESPONSES WILL BE KEPT CONFIDENTIAL AND WILL BE SEEN ONLY BY THE PROJECT STAFF.

PREPARATIONS FOR TEACHING THE MODULE CONTENT

14. Did you preview the videotape? ___ Yes (4) No

15. In how many class sessions did you plan to teach the content of the module? _____
1 -- 3 classes 2 -- 2 classes 1 -- 1 class

MODULE FORMAT AND CONTENTS

16. a) Do you feel that you were given sufficient background information to teach the module? ___3___ Yes ___1___ No

b) If No, what reference materials should the module have provided?

17. a) Do you feel the module really developed the theme it purported to?
___3___ Yes ___1___ No

b) Please elaborate on your answer.

18. a) Were there any instructions or explanations that were unclear or misleading?
_____ Yes ___4___ No

b) If Yes, please be specific about the difficulties encountered.

19. What additional materials would you have liked that were not provided? Briefly describe.

EVALUATION OF MODULE MATERIALS

20. How effective was the videotape for stimulating discussion? (Circle response)

Excellent				Poor	
5	4	3	2	1	Did not use
(2)	(2)				

21. How effective was the student worksheet: Who Does This Kind of Work?, for stimulating discussion? (Circle response)

Excellent				Poor	
5	4	3	2	1	Did not use
	(2)	(2)			

OVERALL EVALUATION OF THE MODULE

22. Overall, how interested were the students in the theme of the module? (circle)

Very Interested				Not Interested
5	4	3	2	1
(1)	(2)		(1)	

23. Overall, how would you rate the class discussion? (circle)

Very Stimulating				Not Stimulating
5	4	3	2	1
(1)	(3)			

24a. Do you feel that as a result of the lessons there is an increased awareness of sex equity issues among the students?

__4__ Yes _____ No _____ Don't Know

b. Please explain your answer.

25. Please add any additional comments you may care to share with us about the module and/or how it might be changed or improved.

THANK YOU FOR YOUR HELP

TOTAL OF 2 QUESTIONNAIRES

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3598/8425

PROJECT SEISMIC: Sex Equity in Schools; Modules in Careers

FORMATIVE EVALUATION QUESTIONNAIRE

Module C: Communications

The Sex Equity teaching materials which you have tested are part of an instructional package which has been designed for use with secondary school students. The purpose of the materials in Module 3C is to develop the theme of sex role stereotyping in newspapers and language usage as well as its effect on:

- Choosing appropriate work
- Sex role expectations regarding responsibilities for child care and the home

Your perceptions of and attitudes toward the module can help us make it a more meaningful teaching tool. You will perform a real service for us by completing this formative evaluation form so that data can be collected. Please respond as honestly and specifically as possible. Your responses will be used to develop a more effective module. YOUR RESPONSES WILL BE KEPT CONFIDENTIAL AND WILL BE SEEN ONLY BY THE PROJECT STAFF.

PREPARATIONS FOR TEACHING THE MODULE CONTENT

14. In how many class sessions did you plan to teach the content of the module? _____

MODULE FORMAT AND CONTENTS

15. a) Do you feel that you were given sufficient background information to teach the module? ____1____ Yes _____ No

b) If No, what reference materials should the module have provided?

16. a) Do you feel the module really developed the theme it purported to?
_____1_____ Yes _____ No

b) Please elaborate on your answer.

17. a) Were there any instructions or explanations that were unclear or misleading?
_____ Yes _____1_____ No

b) If Yes, please be specific about the difficulties encountered.

18. What additional materials would you have like that were not provided? Briefly describe.

EVALUATION OF MODULE MATERIALS

19. How effective was the Front Page for stimulating discussion? (Circle response)

Excellent				Poor	
5	4	3	2	1	Did not use
(1)					

20. How effective was the Family/Living/Style Page for stimulating discussion? (Circle response)

Excellent				Poor	
5	4	3	2	1	Did not use
(1)					

21. How effective was the Editorial Page for stimulating discussion? (Circle response)

Excellent				Poor	
5	4	3	2	1	Did not use
(1)					

22. How effective was the Advertisements for Services Page for stimulating discussion? (Circle response)

Excellent				Poor	
5	4	3	2	1	Did not use
	(1)				

23. How effective was the Classified Advertisements Page for stimulating discussion? (Circle response)

Excellent				Poor	
5	4	3	2	1	Did not use
	(1)				

OVERALL EVALUATION OF THE MODULE

24. Overall, how interested were the students in the theme of the module? (Circle response)

Very Interested				Not Interested
5	4	3	2	1
(1)				

25. Overall, how would you rate the class discussion? (Circle response)

Very Stimulating				Not Stimulating
5	4	3	2	1
(1)				

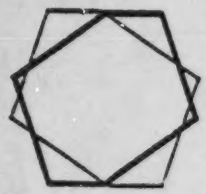
26. a) Do you feel that as a result of the lessons there is an increased awareness of sex equity issues among the students?

_____ Yes _____ No _____ Don't Know

b) Please explain your answer.

27. Please add any additional comments you may care to share with us about the module and/or how it might be changed or improved.

TOTAL OF 3 QUESTIONNAIRES



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PROJECT SEISMIC: Sex Equity in Schools; Modules in Careers

FORMATIVE EVALUATION QUESTIONNAIRE

Module C: Social Studies

The Sex Equity teaching materials which you have tested are part of an instructional package which has been designed for use with secondary school students. The purpose of the materials in Module 3D is to focus attention on sex roles as they have been influenced by political, social and economic factors. The major objectives are to:

- Introduce the concept of sex roles.
- Show how sex roles change through time.
- Reveal how sex roles are related to political, economic, and sociological forces in a given time period.
- Place the study of sex roles into an historical perspective.

Your perceptions of and attitudes toward the module can help us make it a more meaningful teaching tool. You will perform a real service for us by completing this formative evaluation form so that data can be collected. Please respond as honestly and specifically as possible. Your responses will be used to develop a more effective module. YOUR RESPONSES WILL BE KEPT CONFIDENTIAL AND WILL BE SEEN ONLY BY THE PROJECT STAFF.

PREPARATIONS FOR TEACHING THE MODULE CONTENT

14. In how many class lessons did you plan to teach the content of the module? _____
3 -- 3 lessons

15. a) Were students assigned readings in the "mock" magazines before each class?
2 Yes _____ No

b) If Yes, how were the specific assignment(s) worded? Please indicate briefly.

16. a) Did you refer to the "Historical Background" section of the Teacher's Guide for background material? 2 Yes _____ No

b) If Yes, please evaluate its usefulness.

17. a) In developing the lesson, did you utilize the discussion questions?
2 Always 1950s-1 Usually 1970s Sometimes ____ Seldom ____ Never

b) Please elaborate on your answer.

18. a) In preparing the lessons, did you select certain articles in the magazines for class discussion? _____ Yes 2 No

b) If Yes, did the "Notes on Article" assist the selection?
1 Yes _____ No _____ Did not use

19. a) In preparing the lessons, did you include a section that would contrast the two magazines (for a given historical period) in terms of the way in which males and females were viewed by the popular media of that period?
1 Yes 1 No

b) If Yes, how successful was the activity? Describe briefly.

20. a) In preparing the lessons, did you include activities other than discussion?
2 Yes _____ No

b) If Yes, please describe the activities briefly.

MODULE FORMAT AND CONTENTS

21. a) Do you feel that you were given sufficient background information to teach the module? 2 Yes _____ No

b) If No, what reference materials should the module have provided?

22. a) Do you feel the module really developed the theme it purported to? 2 Yes _____ No

b) Please elaborate on your answer.

23. a) Were there any instructions or explanations that were unclear or misleading? _____ Yes 2 No

b) If Yes, please be specific about the difficulties encountered.

24. What additional materials would you have liked that were not provided? Briefly describe.

EVALUATION OF MODULE MATERIALS

25. How effective were the Magazines of the 40's for stimulating discussion? (Circle response)

Excl.				Poor	
5	4	3	2	1	Did not use
	(1)		(1)		

26. How effective were the Magazines of the 50's for stimulating discussion? (Circle response)

Excl.				Poor	
5	4	3	2	1	Did not use
	(1)		(1)		

27. How effective were the Magazines of the 70's for stimulating discussion? (Circle response)

Excl.				Poor	
5	4	3	2	1	Did not use
	(1)		(1)		

OVERALL EVALUATION OF THE MODULE

28. Overall, how interested were the students in the theme of the module? (Circle response)

Very Interested				Not Interested
5 (2)	4	3	2	1

29. Overall, how would you rate the class discussion? (Circle response)

Very Stimulating				Not Stimulating
5 (1)	4 (1)	3	2	1

30. a) Do you feel that as a result of the lessons there is an increased awareness of the influence of political, social and economic factors on sex roles among the students?

_____1____ Yes _____ No ___1_____ Don't Know

b) Please explain your answer.

31. Please add any additional comments you may care to share with us about the module and/or how it might be changed or improved.

THANK YOU FOR YOUR HELP

16 TOTAL EVALUATION FORMS

STUDENT EVALUATION FORM FOR MATERIALS AND DISCUSSION ON THE CHANGING ROLES OF WOMEN & MEN IN THREE DIFFERENT DECADES: 1940s; 1950's; 1970's

1. WERE YOU INTERESTED IN THIS TOPIC ☐ YES ☐ NO (16)
2. DID THE MAGAZINES GIVE A GOOD PICTURE OF MALE-FEMALE ROLES ☒ YES ☐
3. WERE THE MAGAZINES?
   - 3 ☐ GOOD SIZE
   - 13 ☐ ABOUT THE RIGHT SIZE
   - ☐ TOO LENGTHY
4. DID YOU GAIN ANY MEANINGFUL INSIGHTS INTO WHAT FACTORS ARE IMPORTANT IN CAUSING CHANGING SEX ROLES ☐ YES ☐ NO
5. COULD YOU LIST THE THREE MOST IMPORTANT FACTORS THAT INFLUENCED CHANGING SEX ROLES IN THESE THREE DECADES?
   a. WAR (16) b. INFLATION (16) c. WOMEN'S LIB (15)
6. WAS THIS A "FUN-TYPE" SORT OF LEARNING EXPERIENCE? ☐ YES (9) ☐ NO (6)
7. HOW DO YOU FEEL ABOUT THIS TOPIC AS PART OF A SCHOOL PROGRAM?
   - ☐ SHOULD NOT BE DISCUSSED IN SCHOOL
   - 2 ☐ ALL STUDENTS SHOULD BE INVOLED IN DUSCUSSIONS ON THIS TOPIC
   - 13 ☐ IT SHOULD BE VOLUNTARY

WHAT WAS THE MOST INTERESTING ASPECT OF THIS TOPIC TO YOU?

WHAT WAS THE MOST INTERESTING THING YOU LEARNED DURING THIS TOPIC?

PLEASE ADD ANY ADDITIONAL COMMENTS YOU MAY HAVE BELOW.